

## Lexington Elementary

116 Azalea Drive  
Lexington, SC 29072

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,119 Students	
<b>Principal</b>	John W. Young	803-359-4123
<b>Superintendent</b>	Dr. Karen C. Woodward	803-951-8363
<b>Board Chair</b>	Albert J. Dooley Jr.	803-359-0844

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	6	0	0	0

## IMPROVEMENT RATING

**AVERAGE**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Good	Average	Yes
<b>2006</b>	Excellent	Average	Yes

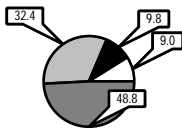
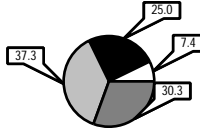
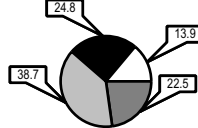
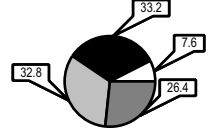
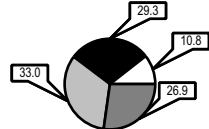
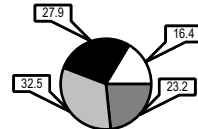
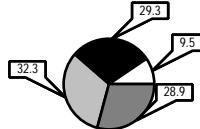
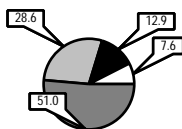
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	523	99.4	8.5	31.9	48.6	11.0	71.3	Yes	Yes
<b>Gender</b>									
Male	279	99.3	11.9	36.8	44.1	7.3	64.0	N/A	N/A
Female	244	99.6	4.8	26.4	53.7	15.2	79.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	450	99.6	6.7	30.9	51.0	11.4	74.0	Yes	Yes
African American	40	100.0	32.3	32.3	32.3	3.2	51.6	I/S	Yes
Asian/Pacific Islander	16	100.0	6.3	43.8	31.3	18.8	62.5	I/S	I/S
Hispanic	16	93.8	15.4	53.8	23.1	7.7	38.5	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	486	100.0	6.7	32.8	50.3	10.2	72.7	N/A	N/A
Disabled	37	91.9	35.5	19.4	22.6	22.6	51.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	523	99.4	8.5	31.9	48.6	11.0	71.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	15	93.3	14.3	50.0	21.4	14.3	50.0	I/S	I/S
Non-Limited English Proficient	508	99.6	8.4	31.4	49.4	10.9	72.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	97	96.9	22.0	43.9	24.4	9.8	53.7	Yes	Yes
Full-pay meals	425	100.0	5.9	29.5	53.4	11.2	74.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	523	99.4	6.9	37.0	30.5	25.6	70.5	Yes	Yes
<b>Gender</b>									
Male	279	99.3	7.3	35.2	30.3	27.2	71.3	N/A	N/A
Female	244	99.6	6.5	39.0	30.7	23.8	69.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	450	99.6	5.6	36.0	32.0	26.5	73.8	Yes	Yes
African American	40	100.0	22.6	48.4	12.9	16.1	38.7	I/S	Yes
Asian/Pacific Islander	16	100.0	12.5	31.3	31.3	25.0	56.3	I/S	I/S
Hispanic	16	93.8	7.7	53.8	15.4	23.1	53.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	486	100.0	5.6	38.0	30.4	26.0	71.6	N/A	N/A
Disabled	37	91.9	25.8	22.6	32.3	19.4	54.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	523	99.4	6.9	37.0	30.5	25.6	70.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	15	93.3	21.4	35.7	21.4	21.4	50.0	I/S	I/S
Non-Limited English Proficient	508	99.6	6.5	37.0	30.8	25.7	71.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	97	96.9	18.3	52.4	17.1	12.2	43.9	Yes	Yes
Full-pay meals	425	100.0	4.6	33.9	33.2	28.3	75.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	523	100.0	13.7	38.2	23.0	25.1	48.1
<b>Gender</b>							
Male	279	100.0	13.3	35.7	19.8	31.2	51.0
Female	244	100.0	14.2	40.9	26.7	18.1	44.8
<b>Racial/Ethnic Group</b>							
White	450	100.0	11.1	37.9	24.2	26.8	51.0
African American	40	100.0	45.2	38.7	9.7	6.5	16.1
Asian/Pacific Islander	16	100.0	12.5	31.3	25.0	31.3	56.3
Hispanic	16	100.0	28.6	50.0	14.3	7.1	21.4
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	486	100.0	11.9	39.3	23.2	25.6	48.8
Disabled	37	100.0	38.2	23.5	20.6	17.6	38.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	523	100.0	13.7	38.2	23.0	25.1	48.1
<b>English Proficiency</b>							
Limited English Proficient	15	100.0	26.7	46.7	6.7	20.0	26.7
Non-Limited English Proficient	508	100.0	13.3	37.9	23.5	25.2	48.8
<b>Socio-Economic Status</b>							
Subsidized meals	97	100.0	34.1	43.5	16.5	5.9	22.4
Full-pay meals	425	100.0	9.5	37.1	24.4	29.0	53.4

<b>Social Studies</b>							
All Students	523	100.0	7.5	32.3	26.5	33.7	60.2
<b>Gender</b>							
Male	279	100.0	6.1	30.0	27.0	36.9	63.9
Female	244	100.0	9.1	34.9	25.9	30.2	56.0
<b>Racial/Ethnic Group</b>							
White	450	100.0	5.1	32.6	27.9	34.4	62.4
African American	40	100.0	29.0	41.9	3.2	25.8	29.0
Asian/Pacific Islander	16	100.0	18.8	18.8	31.3	31.3	62.5
Hispanic	16	100.0	21.4	21.4	21.4	35.7	57.1
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	486	100.0	6.5	32.3	26.9	34.3	61.2
Disabled	37	100.0	20.6	32.4	20.6	26.5	47.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	523	100.0	7.5	32.3	26.5	33.7	60.2
<b>English Proficiency</b>							
Limited English Proficient	15	100.0	26.7	13.3	13.3	46.7	60.0
Non-Limited English Proficient	508	100.0	6.9	32.9	26.9	33.3	60.2
<b>Socio-Economic Status</b>							
Subsidized meals	97	100.0	20.0	37.6	21.2	21.2	42.4
Full-pay meals	425	100.0	4.9	31.2	27.6	36.3	63.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	169	100.0	3.2	34.4	55.2	7.1	62.3
	4	172	100.0	7.8	42.8	44.6	4.8	49.4
	5	177	100.0	13.0	45.7	39.5	1.9	41.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	194	99.0	10.4	20.2	53.0	16.4	69.4
	4	155	100.0	4.8	31.0	53.8	10.3	64.1
	5	174	99.4	9.8	45.7	39.0	5.5	44.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	169	100.0	9.1	44.8	30.5	15.6	46.1
	4	172	100.0	10.8	37.3	39.2	12.7	51.8
	5	177	100.0	11.7	40.7	26.5	21.0	47.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	194	99.0	6.6	31.7	28.4	33.3	61.7
	4	155	100.0	4.1	30.3	39.3	26.2	65.5
	5	174	99.4	9.8	48.8	25.0	16.5	41.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	169	100.0	21.4	37.7	26.6	14.3	40.9
	4	172	100.0	12.7	38.0	29.5	19.9	49.4
	5	177	100.0	19.1	34.0	20.4	26.5	46.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	194	100.0	16.8	38.4	24.3	20.5	44.9
	4	155	100.0	7.6	35.9	27.6	29.0	56.6
	5	174	100.0	15.8	40.0	17.6	26.7	44.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	169	100.0	5.2	31.8	33.8	29.2	63.0
	4	172	100.0	6.6	29.5	26.5	37.3	63.9
	5	177	100.0	13.6	37.7	24.7	24.1	48.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	194	100.0	7.6	21.6	33.0	37.8	70.8
	4	155	100.0	2.8	32.4	29.0	35.9	64.8
	5	174	100.0	11.5	44.2	17.0	27.3	44.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,119)</b>				
First graders who attended full-day kindergarten	100.0%	No change	99.6%	100.0%
Retention rate	0.5%	Down from 1.4%	1.2%	2.8%
Attendance rate	96.8%	Down from 97.0%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.4%	Down from 0.6%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.6%	Down from 0.8%	0.2%	0.0%
Eligible for gifted and talented	25.3%	Down from 26.5%	27.6%	10.4%
On academic plans	18.2%	N/AV	18.2%	33.6%
On academic probation	4.0%	N/AV	0.7%	1.0%
With disabilities other than speech	3.1%	Down from 3.7%	6.0%	7.5%
Older than usual for grade	0.2%	Down from 0.3%	0.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 75)</b>				
Teachers with advanced degrees	58.7%	Down from 59.2%	61.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.3%	N/A	3.2%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.5%	Down from 91.9%	90.5%	87.3%
Teacher attendance rate	93.8%	Down from 95.5%	94.5%	94.9%
Average teacher salary	\$42,562	Down 0.6%	\$44,651	\$42,485
Prof. development days/teacher	13.4 days	Up from 11.7 days	14.5 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	No change	20.7 to 1	18.6 to 1
Prime instructional time	88.6%	Down from 91.6%	89.8%	89.7%
Dollars spent per pupil*	\$6,090	Up 9.7%	\$6,224	\$6,557
Percent of expenditures for teacher salaries*	66.1%	Down from 67.0%	66.8%	64.0%
Percent of expenditures for instruction*	69.0%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Lexington Elementary School (LES) is a wonderful community school with a rich heritage of parental involvement and community support. Currently more than 1,100 students and about 124 full and part-time teachers and staff members call LES home.

This past year, LES received a Met Adequate Yearly Progress label by meeting all goals set for our school by the No Child Left Behind Act.

In cooperation with our PTA and business partners, LES celebrated Fine Arts Night where we shared the artistic and musical talents of our students with parents and community.

LES was able to purchase additional technology items, such as a class set of handheld computers. Staff members received instruction on how to use handheld computers as instructional tools. PTA funds also purchased additional technology resources and helped increase classroom libraries. The school continues to use Measures of Academic Progress (MAP) tests to identify areas of concentration for individual students and grade levels.

School goals for the 2005-2006 school year focused on three areas: communication skills, thinking and reasoning skills, and personal and social responsibilities. In the area of communication skills, teachers emphasized writing skills throughout the curriculum. Classroom projects included oral presentations to enhance oral communication skills. To improve thinking and reasoning skills, our mathematics coach worked with teachers, parents and students on using technology to advance skills. A Math Night was held in conjunction with Publix to help families see the relationship between mathematics and everyday life applications. Also, balanced literacy continues to be a focus for staff development. We emphasized personal and social responsibilities through classroom guidance lessons, emphasis on school-wide character education traits and school-wide efforts such as collections for the LES Hurricane Relief Fund, LICS and other charities.

The greatest challenges that LES will face in the 2006-2007 school year will be overcrowding of our physical facilities, providing continued staff development for teachers in academic areas, and training teachers/staff in the areas of differentiated instruction and technology. LES will continue our focus on balanced literacy (read alouds, shared reading, guided reading, independent reading and writing workshops), mathematics, character education, parent communication and science application skills, and our emphasis on technological advances as we strive to meet the diverse needs of our students and community.

John W. Young, Principal  
Eric Jenkins, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	80	150	106
<b>Percent satisfied with learning environment</b>	95.0%	82.6%	93.2%
<b>Percent satisfied with social and physical environment</b>	91.3%	83.2%	85.7%
<b>Percent satisfied with school-home relations</b>	94.9%	87.2%	89.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.